

April 2013

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Integrated Strategy Newsletter

Teachers Become Resources for Each Other as They Jury LDC Modules

“Reviewing and providing feedback for LDC Modules was helpful in understanding how to improve my own.” – FCHS teacher involved in producing LDC modules and the jurying process

The jurying process provides the occasion to review the quality of teacher modules, but more importantly, an opportunity for teachers to reflect on effective teaching practice. LDC participants serving on the district integration team in Fleming County have used cognitive coaching strategies to develop a model for jurying that begins with mentoring, engages teachers in jurying and results in guided reflection.

Beginning the 2012-13 academic year, each LDC participant in Fleming County selected a “clone” to guide through understanding and developing an LDC module while also making connections to effective teaching practices. Each teacher and clone was provided classroom coverage throughout the year to provide the necessary time to collaborate. The mentor teachers have been using a form inspired by cognitive coaching practices to guide reflection throughout this process.

LDC Task/Module Review and Feedback Form	
Information	
Module/Task Title	
Author(s)	
District	
School	
Date Reviewed	
Reviewer(s)	

LDC Teaching Task Scoring Guide		
Analytic Feedback for LDC Teaching Task		
Category	Critical Features	Comments
Teaching Task	<ul style="list-style-type: none"> • Cohesion <ul style="list-style-type: none"> o demonstrates clarity and alignment of task, data and question asked • Content <ul style="list-style-type: none"> o is substantive in the discipline and is informed by the CCSS o surrounds a big idea or key understanding worthy of time indicated • Text <ul style="list-style-type: none"> o is appropriately challenging and accessible to all students o provides opportunities for deep learning through sufficient information which are needed to answer the questions • Final Product <ul style="list-style-type: none"> o links in clear and meaningful way to type of writing with an authentic audience that is identified in teaching task o requires multi-paragraph grade appropriate composition o allows for communication of understanding • Essential Question (where applicable) <ul style="list-style-type: none"> o establishes purpose for study o scope of question is appropriate for the grade level, content, and time allotted 	<ol style="list-style-type: none"> 1. Does the teaching task provide the opportunity to teach the desired content standards and skills? 2. Which standards provide your focus? 3. Do your mini-tasks address these standards? 4. Are texts matched to grade-level expectations? 5. Are text complex? 6. Does the final product connect the desired content standards and skills to an authentic audience? 7. Does the final product require an organized, multi-paragraph approach? 8. Does the final product provide the opportunity to display achievement of the desired content standards and skills? 9. Does the teaching task have appropriate fit within the context of the class?

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Form for mentoring used by Fleming County teachers.

Modules are submitted for jurying in April. During this process, year one and year two LDC participants work in collaboration with the teachers on the district inte-

gration team to review the quality and provide guidance for revision. Using the LDC checklist,

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Inside an Integration District: Magoffin County



The Magoffin County school district is in the second year of districtwide Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) implementation. Additionally, the district is participating in the Teacher Professional Growth and Effectiveness System (TPGES) field test. With both of these initiatives, the district is focused on a seamless integration of the rigorous Common Core State Standards and developing the talents and expertise of teachers using the Kentucky Framework for Teaching as a guiding instrument to equip all classrooms in Magoffin County with an effective teacher.

District Project Manager Bernadette Carpenter is leading the integration work in the district. Recently, Carpenter represented Magoffin County at a conference in Phoenix, Ariz., during January 2013. Attending the Cross-State Learning Collaborative meeting, Carpenter participated in cross-state sharing, problem-solving and study of innovative practices. "To be able to have discussions about the new Teacher Effectiveness System and LDC/MDC projects with educators from other states was wonderful. After attending the sessions, I had a much greater understanding of the peer coaching models that were already being used in other states," Carpenter said. Supporting Magoffin County's efforts, KDE Effectiveness Coach Stacy Noah also attended the conference and works closely with the district and schools to support integration efforts.

Magoffin County's teachers have invested much time and energy toward sustainable implementation of LDC and MDC teaching practices and improved teacher performance. One domain of the TPGES framework is professional responsibility, which includes teacher leadership. Recognizing the importance of developing teacher leaders, Magoffin County's integration efforts use teachers as LDC/MDC teacher leaders and TPGES peer observers. LDC teacher leaders include Brian Conley, Justin Bailey, Mande Bowling, Michelle Watkins, Diedra Carpenter, Tiffany Risner, Mikia Bolen, Margie McCoy and Adrienne Howard. MDC teacher leaders include Jennifer Howard, Sabrina Montgomery, Melinda Owens, Lisa Holloway, Cindy Collins and Steve Cole. In their role as LDC/MDC teacher leaders, they are the school-level contact for supporting the LDC/MDC work. They also lead training, provide collaborative planning sessions, structure classroom observations, provide feedback, facilitate professional learning communities and analyze student work samples, to name just a few of their professional duties. The LDC/MDC teacher leaders also are members of the district literacy and math teams. Furthermore, all of the above are involved in the TPGES field test as teachers being observed or as peer observers. During observations, teachers intentionally design at least one lesson that showcases LDC/MDC work.



During a district literacy meeting, Bernadette Carpenter reviews LDC modules with teacher leaders Mande Bowling and Michelle Watkins.

As principals are observing the LDC/MDC teachers as part of the TPGES field test, they can attest to the positive instructional shifts that are resulting from the LDC/MDC work.

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Spotlight (continued from page 2)

resulting from the LDC/MDC work. Magoffin County High School Assistant Principal Chris Meadows noticed a different environment when he observed a lesson using MDC elements as compared to a math class that did not incorporate MDC. Meadows said, “When observing in the MDC math class, I saw higher-level questioning, increased student engagement and a shift from the teacher as leader to facilitator.”

Herald Whitaker Middle School math teacher Sabrina Montgomery acknowledges the instructional shifts that have resulted from MDC incorporation in her classroom. “As a result of the MDC work, my teaching is more student-centered. I use more investigation techniques for the students to have a little struggle with the concept, and by that, understand how to use the skill needed to master each concept. I also do more cooperative learning activities for students to gain knowledge from one another. When students ask me questions, I am not eager to answer. Instead, I ask them a question in return to lead them to their answer,” she said.

Montgomery also attested to the correlation between MDC lessons and high performance categories of the Kentucky Framework for Teaching document used for the TPGES Field Test. “If the formative assessment lesson is followed with fidelity, then the teacher’s performance should fall into the accomplished or exemplary categories,” Montgomery said.

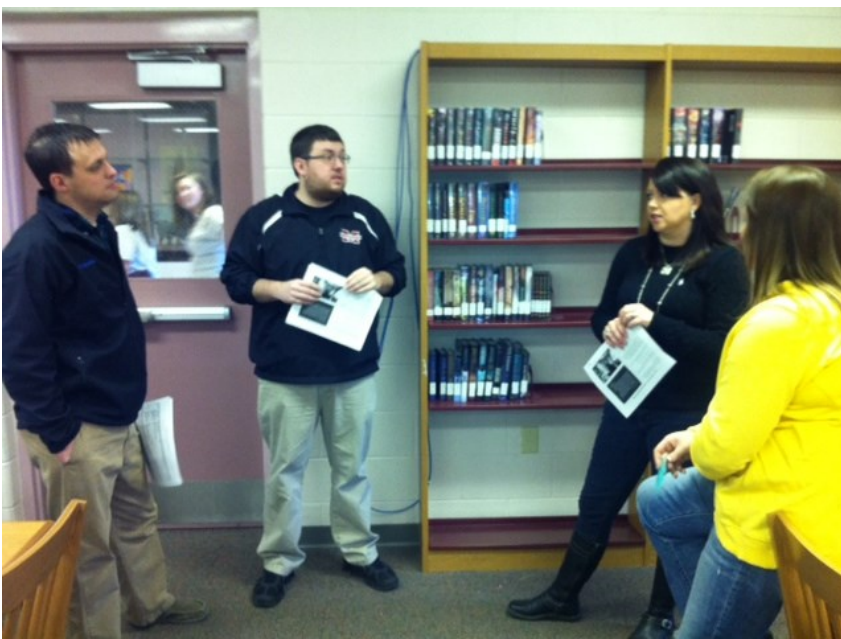
The inclusion of LDC strategies also is reaping positive results in Magoffin County. Teacher leader Diedra Carpenter said, “Using the LDC modules I’ve created has definitely amped my knowledge of the Common Core Standards and given me a framework that more readily connects reading to writing skills. We do some type of writing every day. That writing may be in the form of ‘quick writes’ or just a list on a sticky note, but my kids are thinking

and engaged. The template tasks are designed to be more college/career types of writing and we are reading more informational types of texts.” As part of the TPGES Field Test, Carpenter verifies the correlation between LDC and TPGES. “Both LDC and TPGES are a perfect fit for the shifts in education that are going on in Kentucky at this time,” said Carpenter.

To ascertain the support needed to prepare Magoffin County teachers for the educational shifts in Kentucky, teachers were surveyed about areas of need. The results of the districtwide survey indicated science and social studies teachers desired training in effectively implementing the Kentucky Core Academic Standards for content literacy. Thus, science and social studies teachers recently participated in a four-day LDC workshop that provided teachers with training in the Common Core Literacy Standards with a focus on using resources from the LDC to develop strong performance assessments that ultimately resulted in the creation of an LDC

argumentative writing module. Teachers participating in the workshops confirmed the sessions helped them see the value in using literacy strategies to learn content. Teacher Angie Skaggs remarked, “A big take away for me from the sessions was that quality science instruction requires that students learn to read and write like a scientist.” In addition, Jeff Arnett said, “By participating in the workshops, I better understand the importance of using complex text and requiring my students to pull evidence from text.”

As a district, Magoffin County is committed to continuing the integration work and looking forward to scaling the work in year three. The concentrated effort exerted by Magoffin County centers on its belief in the LDC and MDC components that lead to student success. The district vision statement is “We Build Futures” and, with the inclusion of LDC and MDC work, the futures of Magoffin County students will be bright as they are developing thinking skills that they will carry forward into all aspects of life.



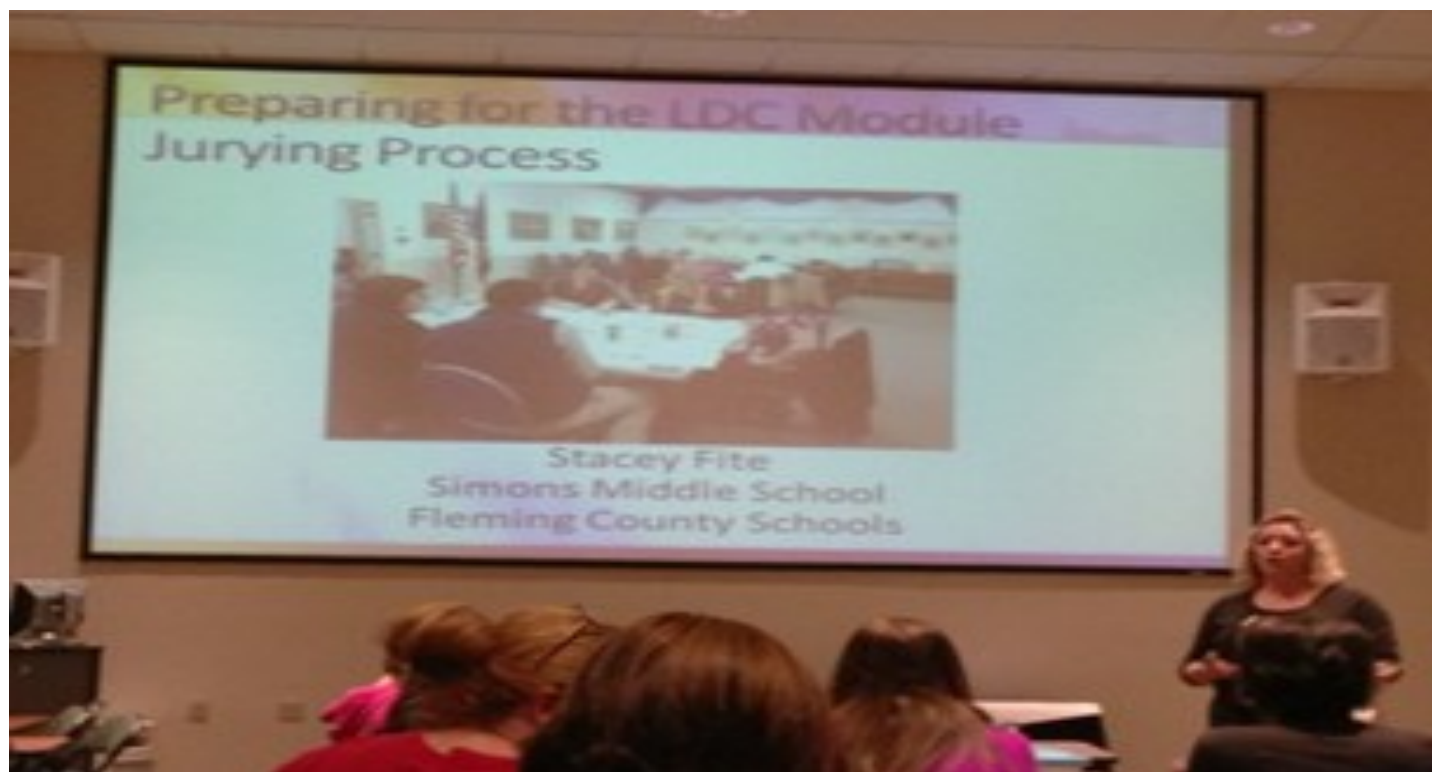
Magoffin County social studies teachers (left to right) Shane Isaac, Justin Bailey, Minerva Arnett, Jessica Francis discuss content-specific literacy strategies during a professional learning opportunity.

Jurying (continued from page 1)

paired teachers worked to review modules for submission requirements and to develop familiarity with the module. The next step was for teachers to review each section of the module using the LDC scoring rubric. With each section, the reviewers provided questions to assist authors in their reflections of the quality of each along with the connection to the Kentucky Adapted Framework for Teaching, Domain 3: Instruction. After feedback in the form of questions was provided, a

to review and provide feedback on modules developed by others. All year one and year two teachers from the middle and high school paired up to critique two LDC modules using the LDC scoring rubric. The purpose was two-fold: to provide feedback on a peer's module, guiding them toward "Good to Go," and to also learn more about the expectations of a "Good to Go" and "Exemplary" LDC module. Working in pairs gave teachers the opportunity to discuss the connection between the

Before leaving the session, teachers reflected on their own understanding and identified next steps. Several teachers recognized that they lacked the detail in their own instructional ladders necessary for someone else to clearly follow their plan. Middle school teachers Karen Maxwell and Leslie Rust noted that by having the opportunity to read peers' modules, they learned some engaging instructional strategies they would like to try in their classrooms. Gallatin teachers left not only with



Stacy Fite, Simons Middle School teacher in Fleming County, sharing the Fleming County Jurying Model at the ELA Content Network Meeting in Ashland.

holistic score for the teaching task and the module was assigned.

The next step was for each author to meet one-on-one with his or her mentor or LDC lead to review the feedback and reflect on needed revisions.

This process resulted in LDC modules that consistently demonstrate effective teaching methods throughout the instructional ladder.

Gallatin County teachers also met last month

expectations of the rubric and what was actually included in the module they reviewed.

Teachers were asked to keep the following question in mind, "Could I follow the instruction in this module and get good results from students?" While reading, teachers could clearly recognize gaps as well as precise instructional strategies intended to help students attain the teaching task. Teachers highlighted descriptors in the rubric, recorded their questions and provided an overall statement for the author.

next steps for further developing their own modules, but they also gained a deeper understanding of how to develop the instruction necessary to lead students to success in the selected teaching task. The teachers also learned that they are valuable resources for each other. They will now take the feedback on their modules and learning from this opportunity to further develop LDC modules.

Although the process didn't yield a juried set of modules just yet, it gave teachers the feedback necessary to move forward.

Creating a Teacher Leadership Team

“Teachers are leaders when they function in professional communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement” (Childs-Bowen, Moller, & Scrivner, 2000, p. 28).

Part of the Integrated Strategy work has been to create teacher leaders within districts. With the assistance of the effectiveness coach and education recovery (ER) team, Franklin-Simpson High School administration has worked this year to build its teacher leader team in integration of standards implementation through the Literacy and Math Design Collaboratives and Professional Growth and Effective System (PGES). Administrators have sought to empower their teachers to be reflective in their practice and build leaders within the school.

This training is then presented by the teacher leaders at the next departmental meeting the following week. This system is built for two purposes:

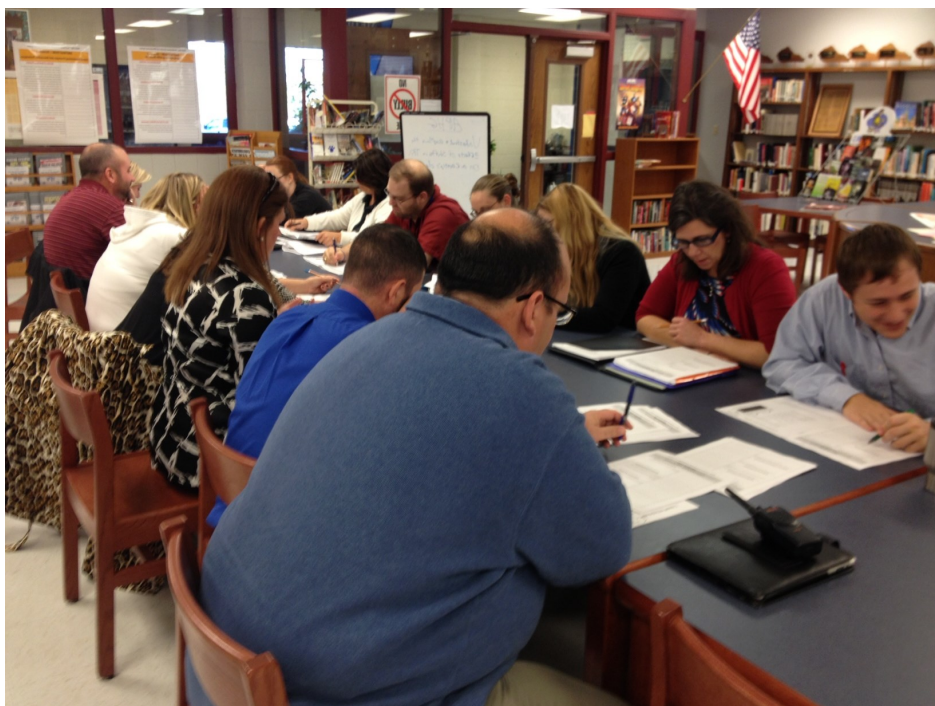
- (1) to build capacity for leadership and experts within the building
- (2) to provide a system for sustainability once the effectiveness coach and ER team are gone

During the initial introduction of a new concept, the effectiveness coach and ER staff assist the administration team in leading teacher leaders through the learning experience and answer any questions that may linger with the integration. Teachscape and PD360 videos are used to allow teacher leaders to connect with the Kentucky Framework for Teaching and evaluate their instruction based on the framework. This experience allows the teacher leaders to gain a better

used within the teacher leadership training, the teachers might complete a Frayer model including examples and non-examples of student engagement that leads them into a conversation with the guiding question, “Why are we still doing the non-examples in our classrooms?” The following week, the teacher leaders take the information to their departments and lead teachers through the instructional strategies and help to guide professional conversations around the work of PGES, LDC, and MDC. Although an administrator is present at departmental meetings, the teacher leader leads the activities and conversations, and collects information and feedback to review with the administration team for further consideration. In the following weeks, a walkthrough focus also is introduced relating to the framework indicators, and teachers are provided feedback on the integration level (according to the scoring guides) the teacher is performing. The administration then uses this data to gauge the success of the rollout and adjust professional learning accordingly.

What other roles do teacher leaders serve?

As Franklin-Simpson begins to plan for next year, its teacher leader team will serve as coaches for the building in the work of LDC, MDC and PGES. If a teacher needs further information or clarification, he will first seek out a teacher leader. If further assistance is required, he will then contact an administrator. Teacher leaders also will coach teachers in writing their modules or implementing a formative assessment lesson. The purpose is to build experts within the building who can support their department and work to impact student learning and school improvement. Teacher leaders also will seek to empower teachers in their departments to take on leadership roles in various ways. They encourage teachers to share strategies and ideas that are working in their rooms, seek help from other teachers on problems of practice, and participate in a learning community focused on student learning and professional growth.



Simpson County teachers engage in professional learning.

What does this structure look like?

On the first and third Tuesday of the month, the teacher leader team meets with the administration team, which models instructional strategies by chunking the integration of PGES/MDC/LDC best practices.

understanding of the different domains within the Kentucky Framework for Teaching and become experts in their departments for how each of the domains connects to classroom practice.

As an example of an instructional strategy

Teaching the Framework at Garrard Middle School



Although Garrard County is not an Integration district, its is a Professional Growth and Effectiveness System field test district. We thought it would be helpful to hear more about the experiences of a field test district.

“What does effective teaching look like?” That’s an important question many teachers and principals around Kentucky have been pondering throughout this school year. Without a common understanding of “good” teaching, our instruction and support systems can’t be as effective as they need to be. Fortunately, Kentucky has a common description of “good” teaching – it is the Kentucky Modified Danielson Framework for Teaching.

The Danielson Framework is a very important part of Kentucky’s transition to a new, common teacher evaluation and effectiveness system. In school year 2013–2014, Kentucky will enter the statewide pilot phase of the transition to the new system. Training is an important part of this transition. Dozens of principals from across the state have worked through the Teachscape training on the framework and have a solid working knowledge. But the principal training is only one part. Teacher training is crucial for this new system to be successful and to lead to higher student achievement.

Jeanna Kidd, principal at Garrard Middle School realized this early on in the process and took a unique and highly successful approach to this training. Kidd said: “I wanted to have a year for my teachers to get ready.” “It gave them an end view as to what they need to be doing.” “I didn’t want my staff to be behind.” So she decided to implement a training strategy for Garrard Middle to make sure the staff would be ready for the pilot next school year and the full roll out in school year 2013–2014. Kidd put together a plan that went from the staff’s first introduction to the framework and progressed to where all observations, whether formal and full or informal and short, were looked at through the lens of the new framework.

Kidd realized that getting the staff to this level of comfort and knowledge would take a lot of thought and work on everyone’s part. She started the process by asking the staff to read through the framework. This was followed by intentional professional learning around the domains and components at faculty and PLC meetings. Once the staff were comfortable with the domains and components, they moved on to the descriptors and performance levels. This learning was sequenced one domain and component at a time where the specifics were introduced, taught and learned. Embedded in this process were regular walkthroughs where observations were focused on the “domain of the month” and the “component of the week.”

This sequenced, intentional learning has made a real difference in Garrard Middle. The staff has become so familiar with the framework that when you hear instructional conversations in the school, you hear the language of the framework being spoken. Ms. Kidd said, “They can tell me what they did and how it matched the framework. Their reflections are at a higher level because they are thinking back to the framework and matching their performance to the framework...” It looks like GMS is well on its way to meeting the vision of the Kentucky Board of Education that states that every student is taught by an effective teacher and a next generation professional.



LDC Teacher Institutes



The Saturday teacher institutes have proved to be a huge success for teachers across the state. Attendance has been high with the February institute in Lexington having 68 elementary and secondary teachers coming together to collaborate on their Literacy Design Collaborative modules.

After attending the training in Lexington, Anita Barnett (5th-grade teacher in Washington County) commented, “This was a wonderful day! I’m now excited about teaching the module – not dreading it!” She went on to explain about the collaborative time she had to work with other teachers, both at the elementary and secondary level, and how valuable that was to her own learning. Barnett left the training that day with a completed module that she planned to implement as soon as she returned to school on Monday.

Though teachers attending the institutes are at various stages of the work, the training has been beneficial as it offers strands to meet their needs. The strands for the sessions are:

Brand new to LDC

Writing an LDC Module

Honing in on Mini-tasks and on High Leverage Instructional Strategies

Engaging Students in Rich Conversations as a Transition to Writing

These Saturday sessions are optional, but districts are encouraged to use grant or professional development funds to support teacher stipends to participate in this professional learning opportunity.

There is only one institute left to attend this school year:

April 13 9 a.m.-4: p.m. Eastern

Elizabethtown, John Hardin High School, 384 W. A. Jenkins Rd.

Please contact christopher.wood@education.ky.gov to register.

Certificates of participation for six hours of professional development credit will be offered.

Integrated Strategy Newsletter



Helpful Resources

The KDE [Literacy Link](#) Newsletter

[Literacy Central](#)

[iTunesU](#)

[Common Core – Steal These Tools](#)

[Professional Growth and Effectiveness System](#)

[Mathematics Design Collaborative](#)

[Leadership Networks](#)

[Literacy Design Collaborative](#)



Let's TALK:

Conversations about Effective Teaching

TEACHING ADVOCATES LEADING KENTUCKY
A Conference for, by and about Teachers

June 19-21, 2013 Crowne Plaza Hotel, Louisville

Speakers include Vicki Phillips/Gates Foundation & Heidi Hayes Jacobs

“The CCSS provide an opportunity to develop and leverage high-quality teacher training and professional development programs. With a common set of standards, each state need not create its own preparation and professional development programs from scratch.”

P. 11 of 12 for 2012:
Issues to Move Education Forward in 2012. Jan 2012.

For resources on LDC and MDC, visit [this page](#). For resources on the Professional Growth and Effectiveness System, visit [this page](#).

To share ideas and strategies, contact your fellow district project managers:

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Gallatin Co. – Dorothy Perkins

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Jefferson Co. –Karen Branham

Jessamine Co. – Paige Stevens

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Integrated Strategy Districts



Daviess County

Kenton County

Fleming County

Lee County

Gallatin County

Magoffin County

Jackson Independent

Owen County

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